

**TEACHERS' PERCEPTIONS ON INTERGRATING CULTURAL CONTENTS
IN ENGLISH LANGUAGE TEACHING
AT JUNIOR HIGH SCHOOLS, SALATIGA**

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ABSTRACT

Language is an expression of culture. Therefore, it is essential for language learners to become aware of the culture of the language learnt. The challenge for English teachers in Indonesia is how they will integrate cultural content in their English classrooms with Indonesia students as their audience. That was because Indonesia students already have their own culture. The aim of this research is to explore teachers' perspectives in integrating cultural content in their English language classes. This is a qualitative research with 10 English Junior High School (JHS) teachers as participants. These participants age range vary from 24-56 years old, with teaching experience ranging from 3 – 25 years. Data were collected using semi-structured interview and then grouped based on reoccurring themes. This research shows that teachers have positive perspectives on integrating cultural content in their English classes. Integrating cultural content is believed to be beneficial in raising awareness to cultural diversity, increasing sensitivity to source culture and also giving examples of good practices that exist in other culture. In practical level, participants of this research is not only including English and Indonesia culture as target and source culture, but also other nations' cultural examples to broaden the students' perspectives. Admittedly, there are challenges in doing this, as found in this research. Students' attachment and familiarity toward source culture has proven to be the main factor that challenged them to relate, understand and implement the target culture in their English language learning.

Keywords: ELT, culture, target culture, benefit, challenges